

THE EFFECTIVE TEACHING, LEARNING, AND LEADERSHIP
MASTER'S DEGREE PROGRAM AND PREPARATION OF TEACHERS FOR
NATIONAL BOARD CERTIFICATION

A Thesis
Presented to
The School of Education
Drake University

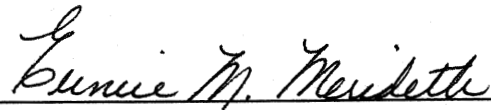
In Partial Fulfillment
of the Requirements for the Degree of
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by Peggy Elizabeth Steinbronn
August 2000

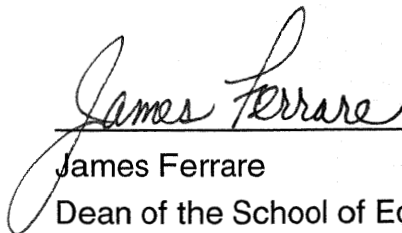
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THE EFFECTIVE TEACHING, LEARNING, AND LEADERSHIP
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An abstract of a Thesis by
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August 2000
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The purpose of this study is twofold: (a) to explore the theoretical and practical implications for professionalizing teaching through National Board Certification (NBC); (b) to examine the connections between the Effective Teaching, Learning, and Leadership (ETLL) Program at Drake University, Des Moines, Iowa, and NBC core propositions. The ETLL survey portion of this study was conducted in the spring of 1999 with participants who were currently enrolled, or had graduated from the program. The subjects were asked to rate the ETLL Program based upon core course objectives, its effectiveness and applicability to their classroom situation, their perceptions about the NBC movement and their suggestions for ways to improve or refine the ETLL degree program. The survey results were tested using an analysis of variance (ANOVA) using SPSS 6.1. Results indicated few statistically significant differences among survey items. Participants perceptions of the ETLL Program indicated that the cohorts were positive in their overall ratings of the program. Recommendations for revising and refining the ETLL Program to support NBC core propositions are included.

Chapter 1

Introduction

Current educational reform efforts in the United States focus on a wide variety of educational changes: standards and benchmarks, increasing student achievement, School to Work, and professional development schools. Education is constantly in a state of flux. As the tide of one reform crests and crashes into shore, the next wave of reform is beginning to swell on the horizon. One of the most prominent waves in the reform efforts of the 1990s, however, has been the professionalization of teaching and teachers. Teachers are called upon to perform many functions and tasks as a routine part of the job. They not only have to deliver instruction, but must design, assess, collaborate, counsel, utilize technology effectively, involve parents and other community resources, analyze their teaching practices and continually participate in staff development activities—all marks of a professional.

Darling-Hammond (1990) states "Professionalism starts from the proposition that knowledge must inform practice" (p.34). The National Board for Professional Teaching Standards has outlined five propositions to enable teachers to improve their teaching practices and adhere to a higher standard of excellence in teaching:

1. Teachers are committed to students and their learning.

2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

The professionalization of teaching is also stressed by Shulman (1987) as he states, "teaching deserves professional status" and is "based on a more fundamental premise: that the standards by which the education and performance of teachers must be judged can be raised and more clearly articulated" (pp. 3-4). The National Board for Professional Teaching Standards (NBPTS) is attempting to articulate those teaching behaviors that will raise the professional status of teachers to encourage teachers to prove themselves competent and professional by engaging in this rigorous process.

In accordance with the professional status of teachers, this research explores the following questions:

1. Will adhering to a prescribed set of standards improve the learning and achievement of students?
2. Why should teachers go through a rigorous set of standards to become board certified?
3. Are there benefits to becoming a board certified teacher?

4. What type of preparation will assist teachers in this endeavor?
5. Is there a master's degree program already in place that will enable teachers to increase their chances of becoming board-certified?
6. How much interest is there on the part of practicing educators to obtain board certification?

Purpose of the Study

The purpose of this study is twofold: (a) to explore the theoretical and practical implications for standardizing the teaching profession through the National Board Certification (NBC) process; (b) to examine the connections and links between the Effective Teaching, Learning, and Leadership (ETLL) program at Drake University, Des Moines, Iowa, and NBC core propositions.

This study is important because the professionalization of teaching is no longer optional; it is imperative. "As the demands on students become more rigorous, guarantees that the education system is staffed with professionals capable of *teaching* to achieve these standards become more essential" (Ambach, 1996, p. 207). Higher standards for students mean that teachers must also adhere to a higher standard of excellence both in the classroom and in teacher preparation and continuing education programs. Teachers must share in the role of elevating the teaching profession to a higher standard if any differences are going to be effective. Teachers need to act as change-agents and provide a more visible role in the leadership of the education process. Performance based standards for teachers can make a broader impact on

schools and the improvement of education. They provide a link between expectations of students and those of teachers. With the level of accountability and the expectations demanded by National Board Certification (NBC), the quality of teaching by NBC teachers would be raised if the standards are effectively implemented (Ambach, 1996).

In his article "The Role of Teachers in Establishing a Quality-Assurance System", Don Cameron (1996) explores expectations of teachers to continue their development:

Our efforts to ensure school quality, for instance, have historically been based on the assumption that a teacher—appropriately licensed and certified—has all that is needed to practice successfully. We have assumed that once a teacher was licensed, then that teacher was set—essentially forever. This assumption is no longer valid—if it ever was. (p. 227)

Cameron (1996) continues by offering three guiding principles:

1. We must redefine the professional development of teachers.
2. We must place more direct responsibility for the quality of student achievement in the hands of teachers.
3. Teachers and teacher organizations must take greater responsibility for the quality of the teaching force. (p. 227)

Standards for what teachers should know and be able to do and that reflect the skills and knowledge necessary to ensure quality teacher preparation

programs and continuing professional development on the part of practicing teachers have been developed by the National Board for Professional Teaching Standards for use in a national certification program. Using these standards to make connections between higher educational degree programs and national certification will ensure that beginning and experienced teachers will provide a quality workforce and a better future for students in 21st century classrooms.

Hypothesis: This study has two hypotheses: (a) the graduates and students of the Effective Teaching Learning and Leadership (ETLL) program have the perception that the educational experiences within the ETLL program at Drake University School of Education will enhance their teaching expertise; and (b) the graduates and students of the ETLL program have knowledge of and interest in the NBC process and see NBC as a way of enhancing their own teaching expertise and professionalism.

Null Hypothesis: (a) Graduates and students of the Effective Teaching Learning and Leadership (ETLL) program have the perception that the educational experiences within the ETLL program at Drake University School of Education will have no significant impact on enhancing their teaching expertise; and (b) graduates and students of ETLL have the perception that knowledge of and interest in the NBC process will make no significant impact on their teaching expertise and professionalism.

Assumptions

The design of this study and the generalizations drawn from analysis of the data rests on the following assumptions:

1. Teachers who successfully complete the Effective Teaching, Learning, and Leadership master's degree program will be able to evaluate the program for its effect on their teaching expertise.
2. Teachers who have completed the ETLL program are aware of the possibility of National Board Certification.
3. Teachers believe that continual professional development is important to their on-going professional development and that of the teaching profession.
4. Continual professional development provides teachers with critical skills and knowledge necessary to raise the academic achievement level of students.
5. The Effective Teaching, Learning, and Leadership program at Drake University provides a quality program for practicing teachers interested in expanding their pedagogical and theoretical basis for teaching.

Limitations

As with any study, limitations can affect the outcome. The following limitations are recognized as possible confounding factors.

1. This study focuses on a unique master's degree program at a mid-sized, private mid-western college in Des Moines, Iowa and therefore cannot be generalized beyond the boundaries of this university.

2. This study utilizes a small sampling of students who are at various points in their degree program. While the sample is small, however, it does provide a range of graduates and their perceptions across the evolution of the program.

Definitions of Terms

The following definitions of terms will clarify the terminology used in this study.

Effective Teaching, Learning, and Leadership (ETLL). A graduate level program at the master's degree level to increase the skills and knowledge of the practicing classroom teacher at Drake University in Des Moines, Iowa.

National Board for Professional Teaching Standards (NBPTS). A 63-member board of directors, a majority who are regularly engaged in teaching elementary and secondary school children. It also includes state and local officials engaged in the education process of elementary and secondary children, business and higher education leaders. It was formed to "establish high and rigorous standards for what teachers should know and be able to do and to certify teachers who meet those standards" (National Board for Professional Teaching Standards, 1989, p. iii).

National Board Certification (NBC). A certificate that "attests that a teacher was judged by his or her peers as one who is accomplished, makes sound professional judgments about students' learning, and acts effectively on those judgements" (National Board Certification: A Guide for Candidates, 1998, p.

1). National certification of teachers is voluntary, yet it promotes the teaching profession and recognizes accomplished teachers. It reflects a single, nationally recognized set of high and rigorous standards for what accomplished teachers should know and be able to do, focusing on knowledge, performance and professional judgement.

Pedagogical Content Knowledge. A teacher's knowledge about how to teach content so that student achievement is increased.

Professional. A person who "possesses a body of specialized, expert knowledge together with a code of ethics emphasizing service to clients" (National Board Certification: A Guide for Candidates, 1998, p. 16).

State Licensure. Sets threshold levels of competence for entry-level, novice teachers or teachers relocating to a state for the first time. It is mandatory for all regularly employed public school teachers and is focused on the completion of a course of study defined by the state. Continued renewal of state licenses is also determined by state requirements, which vary from state to state.

Certification. Received by an individual who has successfully completed a program of study at an accredited college or university. Specific degree requirements have been met as determined by the accredited institution in conjunction with the state requirements.

OUTLINE OF PROCEDURES

The data for this study were collected and compiled over a six-month period. A focus group consisting of university professors, instructors from the ETLL master's degree program, teachers who completed the ETLL program, a National Board Certified teacher, and a representative from the Iowa State Education Association, met monthly. Major objectives of the core courses of the ETLL program were examined to evaluate the program and to determine if a correlation with NBC standards existed. Minutes of the meetings and other pertinent information were compiled in a notebook as a record. The role of the focus group was to determine if the NBC standards could be incorporated into the ETLL program and to make recommendations to the university if it was determined that the NBC standards would enhance the ETLL program.

The focus group created a matrix to compare the Middle Childhood Generalist NBC standards and core propositions with the major objectives of the ETLL program. At the same time, a survey about the ETLL program was sent to a random sampling of teachers who had graduated or were engaged in the ETLL Program. Teachers surveyed fell into one of three categories: (a) graduates of the ETLL program, three years or less; (b) students ready to graduate in the Spring of 1999; (c) students beginning ETLL program, having completed one or two courses. The survey also queried the participants about their knowledge and

interest in the National Board Certification process and their perceptions of NBC as a way of enhancing their own teaching expertise and professionalism.

One way of upgrading teaching skills has traditionally been planned staff development days and requiring continuing education on a regular basis. Specific days during the school year, in-service days, for such purposes have been a significant part of the school calendar for many years. But changes in teaching practices because of continual staff development exercises have had little impact on the teaching profession itself. In the book *The Changing Contexts of Teaching*, Ann Lieberman (1992) states that "(a) growing body of research into new practices is helping us to understand that schools must develop collaborative, inquiring workplace environments for teachers at the same time that they are being developed for students" (p.8). Structural changes may have taken place, but school cultures must also change so teachers are no longer working in isolation but are in an environment where they work collaboratively.

Professional development must be reconceptualized to keep pace with the changing role and expectations of students, of teachers, and of society. "The expertise of the teacher is the most important school-based factor in determining student achievement" (Wise & Leibbrand, 1996, p. 202). Teachers are the key to educational excellence. They are closer to the action. "A pattern of reform that diminishes their role in the educational process, limits their flexibility and autonomy, and ignores their need for self-development and recognition has no chance of succeeding with students" (Asuto & Clark, 1992, p. 99).

“High quality professional development enables teachers to move to the next level of expertise and ability” (French, 1997, p. 39). Seeking an advanced degree is a way for practicing educators to increase pedagogical content knowledge, and further develop teaching expertise. Institutions of higher education can assist schools in this process by offering quality programs at the masters level, and above, to practicing teachers that will enable them to keep pace with their changing roles.

The Effective Teaching, Learning, and Leadership master's degree program at Drake University, Des Moines, Iowa, gives practicing classroom teachers that opportunity. By identifying course correlates with the NBC standards, teachers will have the option to seek an advanced degree and, at the same time, work toward National Board certification preparation if they so desire. Both NBC and ETLL seek to increase the knowledge of teachers, to develop their expertise in the classroom, and to impact student learning and achievement. Both NBC and ETLL provide opportunities for teachers to delve deeper into the knowledge base and content understandings that “one-shot” in-service experiences and activities cannot. Collegial support, reflection about teaching practices, and time to practice and master newer techniques in the classroom make this advanced degree and National Board Certification unique, worthwhile, and valuable exercises in advancing pedagogical expertise.

Chapter 2

LITERATURE REVIEW

As the 21st century approaches, the professionalization of teaching has become a major crest in the current wave of educational reform. In order to affect a rise in student achievement, qualifying teachers as educational professionals has become an important part of the discussion. Issues of money, status, autonomy, and respect for teachers also consistently rise to the top in the wave of professionalism. Darling-Hammond (1990) has stated that these are important points at a time when recruitment of talented individuals to the teaching profession is becoming more and more difficult. But these issues are not the primary reasons for pursuing teacher professionalism.

The major reasons for seeking to create a profession of teaching is that it will increase the probability that students will be well educated. Indeed, the most pressing problems of public education today—student failure, dropouts, school vandalism, anomie, lack of acquisition of critical thinking skills, the flight to private schools—require as part of their solution the increased professionalization of teaching. (Darling-Hammond, 1990, p. 25)

In their study of teacher and professionalization, Talbert and McLaughlin (1994) addressed “the problem of professionalism and ‘standard setting’ for teaching in the everyday contexts of schooling” (p. 124). They discussed two

questions: (a) To what extent do particular local contexts of the school system—sector, district, school, and subject area departments—matter for teacher professionalism? (b) To what extent does teacher professionalism appear to be socially negotiated or constructed within school communities (p. 125)?

Defining standards of professionalism in order to evaluate and improve the profession has continued to be a dominant theme as reformers of teaching attempt to measure and compare teaching to other professional occupations. Characteristics that have distinguished a “profession” from other occupations are a “specialized knowledge base and shared standards of practice, a strong service ethic, or commitment to meeting clients’ needs, strong personal identity with, and commitment to, the occupation, and collegial versus bureaucratic control over entry performance evaluations, and retention in the profession” (Talbert & McLaughlin, 1994, p. 126). Academia has long debated whether K-12 teaching can be, or should be, portrayed as a profession. Various strategies to strengthen the knowledge base, to enhance the economic status of teachers, and their professional commitment, and to strengthen professional control over performance sanctions have been promoted by the current reform efforts.

Is teaching a craft, an art, a semi-profession, a profession, or a science? Research results about teaching have yielded divergent conclusions about the potential for a specialized knowledge base for primary-secondary teaching. For example, primary teachers need a knowledge base that encompasses all subject

areas as well as human growth and development. However, studies have reported that currently teachers do not widely share knowledge of practice (Darling-Hammond, 1990; Larabee, 1992; Popkewitz, 1994; & Rowan, 1994). In addition, research has yielded some constraints on the development of specialized knowledge rooted in institutional traditions and routine, bureaucratic controls, and the dominance of tests.

Darling-Hammond (1990) found that teachers thought about and enacted their professional roles in different ways. These differences depended on whether they were working in a public or private school setting, experiences in their district, and even community and school culture.

We now know that effective teaching techniques vary for students with different learning styles, at different stages of cognitive and psychological development, for different subject areas and for different instructional goals. . . . If students are to be well taught, it will not be by virtue of bureaucratic mandate, but by virtue of highly trained, well supported professionals who can use their knowledge and judgment to make sound decisions appropriate to the unique needs of children. (p. 32)

Moreover, Talbert and McLaughlin (1994) analyzed surveys for three of the criteria of the dimensions of professionalism and found the following factors:

1. technical culture (shared knowledge and standards)
2. service ethic
3. professional commitment (p. 131)

Their findings were consistent with prior research and indicated that each level of school context matters for teacher community. There were, however, varying degrees of teacher-reported levels of community depending on the district, school, and department. District differences accounted for public school differences on expectations and on professional commitment. Talbert and McLaughlin (1994) also reported that technical culture, or the shared conceptions of teaching practice, and teachers' professional commitment was strongly related to teacher community. As suggested by their data, "strong teacher communities promote shared norms of practice, or a technical culture, and enhance teachers' professional commitments—two conditions identified with professionalism" (Talbert & McLaughlin, 1994, p. 140).

Rowan (1994) also described various aspects of teachers' work and compared it to work performed in other occupations. Specifically, Rowan stated that because of the broad nature of occupational comparisons and the associated assumptions about the nature of teachers' work, it could "suffer from the well-known pitfalls of 'reasoning by analogy'" (p. 5). For example, it could be tempting to assume that teaching is like other professions because it requires advanced training, is subject to licensing requirements, and maintains an active and powerful professional association (Rowan, 1994). However, occupations categorized under such broad labels might be similar in some ways, but have not necessarily performed the same kind of work. What was needed, according to Rowan, was some sort of "standard" by which various types of work could be

classified and compared with other types of work. Sociological studies that examined the relationship of prestige and the amount of income accrued in that occupation, have done little to relegate the occupation of teaching to a higher level of professional status. Furthermore, because teaching has traditionally been viewed as a predominantly female occupation, it has been undervalued and underpaid. "(R)esearch confirms that both women and men in predominantly female occupations earn less than individuals employed in other occupations, even after controlling for the personal backgrounds of occupational incumbents and the complexity of work performed in these occupations" (Marini, 1989, in Rowan, 1994, p. 5).

Besides prestige and money, researchers have also examined the issue of teacher preparation and ways to improve teaching as it relates to professionalism. Has the complexity of teachers' work warranted more highly trained teachers or does it lead to an "overeducated" workforce that may have had detrimental effects on workers' mental and physical health as reported in studies by Coburn (1975), and Kalleberg and Sorenson (1973)? It has been frequently argued that teachers' work needs to be changed to promote on-the-job learning, psychological health, and job satisfaction to relieve mental and physical stressors.

Another factor in the debate about teacher professionalism has been teachers' lack of participation in key decisions by schools and how teachers can develop a more personalized role with students. How will these factors affect the

complexity of teachers' work? Rowan (1994) utilized a measure of data collection often used by the U.S. Department of Labor's Occupational Analysis Program and published in periodic editions and supplements of the *Dictionary of Occupational Titles* (DOT) (U.S. Department of Labor, 1991) to analyze the complexity of teachers' work. The DOT measure contains a variety of scales that rate many different features of work in different occupations:

ratings of the functions performed by workers in relation to data, people, and things (called worker functions scales); ratings of the length of specific vocational preparation required to perform work; and measures of types of mathematical language, and reasoning skills needed to successfully perform the work. (Rowan, 1994, p. 6)

Use of the DOT ratings, with 0 representing the most complex function and higher numbers to 10 representing less complex functions, were utilized to compare various occupations on three aspects of work complexity. A second set of measures described the knowledge required to perform a job. Teaching appeared as a relatively complex form of work, at least in relationship to data and people. "For example, the scores assigned for both elementary and secondary school teachers were 2 for the data scale (i.e., analyzing) and 2 for the people scale (i.e., instructing). Teachers received a much lower score of 7 on the things scale (i.e., handling)" (Rowan, 1994, p. 9). The roles of teaching in schools reflected the central purposes of teachers' work. The main purpose of teaching is to provide instruction to students as evidenced by a rating of 2 on the people

scale. Limitations in categorizing the complexity of teachers' work, however, may be evidenced in scores that were not assigned to teachers.

On the people scale, teachers are not seen as performing a negotiating function, which is defined by the DOT as "exchanging ideas, information, and opinions of others. . .to arrive jointly at decisions, conclusions or solutions." Nor do teachers apparently perform the highest function on the people scale, serving as a mentor to students and/or other staff. (Rowan, 1994, p. 9)

Other roles that are were ascribed to teachers according to the DOT rating scales were the coordination function in their organizational setting (this is generally the main function of the principal), and the exercise of the role of the expert who is called on to synthesize information in order to discover facts and/or develop knowledge concepts and interpretations (this is generally a research or consultant position).

The complexity of teaching was also examined by looking at the knowledge and preparation required for teaching. The score of 5 assigned to teaching on the rating scale indicated that teaching requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Rowan concluded, therefore, that teaching was a highly complex occupation, but that the DOT ratings clearly underestimated the work experienced by some elementary and secondary

teachers and the variations of that work from school-to-school, and/or classroom-to-classroom.

Comparing teaching with occupations labeled "semi-professions" (i.e., nursing, and social work) illustrated that work complexity varied across worker functions in semi-professions as well. In the group of jobs listed in this category, for example, job titles tended to be more highly enumerated than for teaching. This enumeration allowed the types of work to be more easily separated into categories than in teaching wherein "instruction" includes a plethora of types of work. There was also a difference between teaching and other professional occupations listed in the DOT tables for educational requirements. The most prestigious or advanced disciplines required higher levels of educational development and more specific vocational preparation than teaching. This included architects, engineers, natural and social scientists, physicians and surgeons. What set teaching apart from the occupations of skilled trades and arts, like electricians, machinists, custom tailors, painters, sculptors, instrumental musicians, cosmetologists and hairdressers, was the complexity of teachers' work with people. One other telling difference was the higher level of general educational development or cognitive skill required to function successfully in teaching. The skilled trades generally have not required workers to use the same powers of formal reasoning as teaching and other professions, nor have they required the same level of preparatory and continuing education.

To be a true professional, work in professional occupations as defined by DOT rating scales required a high level of abstract and rationalized knowledge for successful performance. Teaching appeared to qualify as professional in this category, but not in others.

The primary function of teachers remains instruction, the primary function of counselors remains mentoring, and the primary function of principals remains coordinating. As a result, school restructuring is often confined to changing teachers' work only at the margins and is constrained from having effects on the complexity of work for a majority of American teachers. (Rowan, 1994, p. 13)

Rowan (1994) has maintained, therefore, that the professional status of teaching cannot change without fundamental, and controversial, changes in the larger systems of education professions. The teaching profession has attempted to raise the status of the profession through its quest to attract and retain able recruits through increases in earnings and prestige. Moreover, professionalization through the restructuring of teacher education, revising licensing requirements, or instituting quality graduate degree programs for practicing educators have been discussed in various educational circles to ground the discussion in the following reality: "Teaching children and adolescents is complex work, and successful performance of this work requires high levels of general educational development and specific vocational preparation" (Rowan, 1994, p. 13).

In all of this rhetoric about professional status for teachers, "there is concern for providing teachers with more autonomy, privilege, and status. Words like reflection, empowerment, and teacher control are juxtaposed with constructivist psychologies and cooperative learning to speak about new roles and conditions which are to reform schools" (Popkewitz, 1994, p. 1). Like Rowan, in his study of professionalism and teaching, Popkewitz used terms like autonomy, technical knowledge, occupational control of rewards, and a noble work ethic to identify characteristics of a profession. Popkewitz (1994) also agreed that "(p)rofessionalism also contains some notions of collegiality and community ethics: important in contemporary societies" (p. 3). Currently in American education, professionalism has been reserved for administrators and university professors, those considered "at the top." These layers of the education occupation have tended to be male-dominated and have been better paid than teachers who were typically women. Professors and administrators also enjoyed significantly more autonomy in their work situations. This has not been the case for classroom teachers. "Many of the reforms of the late 19th century made teaching increasingly bureaucratic in the name of professionalization" (Popkewitz, 1994, p. 4). Standardized curriculums, for example, have provided some consistency within classrooms and schools, but they have also taken away decisions by teachers and supplanted them with curriculum directors and outside consultants. This type of professionalism has

had a negative effect on teachers generally and has provided a hierarchy for the occupation and advancement opportunities for males.

Standardization of practices in hiring, curriculum development, emphasis on managerial skills, and evaluation of teachers and teaching practices also have eroded spheres of teaching autonomy and responsibility. Teaching has been seen as a management issue: managing the acquisition of skills and students both in their learning and their behavior. "The professionalization of teachers needs to give attention to the multiple conditions of knowledge; but not only as those of philosophical questions, but also as social questions" (Popkewitz, 1994, p. 11). In order to be professionals, teachers must learn to reflect about and participate in the systems of organizing ideas and constructing the objects we call schooling.

Two groups published reports in 1986 that created some momentum for professionalizing teaching as a solution to some of the dilemmas of U.S. public education. The Carnegie Task Force on Teaching as a Profession issued *A Nation Prepared: Teachers for the 21 st Century*. This task force was predominantly an elite assortment of executives, leading educators, public officials, and teachers' union officials. In addition, The Holmes Group, a consortium of the deans of colleges of education at approximately one hundred leading research universities issued a report called *Tomorrow's Teachers*. "Both of these reports argue that the quality of public education can only improve if schoolteaching is transformed into a full-fledged profession" (Larabee, 1992,

p.124). According to the Carnegie report, excellence, through education, could be obtained by “a profession of well-educated teachers prepared to assume new powers and responsibilities to redesign schools for the future” (Carnegie Task Force on Teaching, 1986, p. 2). Both of these groups proposed elevating the professional education of teachers by eliminating undergraduate teacher certification and raising professional training to the graduate level.

The new form of teacher education should include: undergraduate preparation in a specific subject matter (instead of teacher education); graduate training in what The Holmes Group calls the “science of teaching,” which would ideally lead to a master’s degree (the new entry-level credential for teachers); and an extended clinical internship in a “professional development school” that would be analogous to a teaching hospital. (Larabee, 1992, p. 124)

The second major element of these reforms was to transform the structure of teaching. These groups argued against the present structure in which teachers all occupy the same stratum and rewards are distributed according to seniority and educational credentials. “Instead, the reports propose a stratified system that would create a second tier of teachers known as ‘lead teachers’ (Carnegie) or ‘career professionals’ (Holmes). This new group, constituting the elite of the profession, would assume higher level duties than regular teachers and would consequently earn higher pay” (Larabee, 1992, p. 124).

Teachers at the second or higher tier performed the following duties: instructional consulting with teachers in the lower tier; supervision of teacher interns; curriculum development; involvement in teacher education at the university; a continuing role in classroom teaching. Instructional excellence, pursuit of an advanced degree (perhaps a clinical doctorate or education specialist degree), and attainment of board certification by passing an examination offered by a National Board for Professional Teaching Standards would have to be obtained by a teacher to demonstrate excellence. However, Larabee (1992) argued that the Carnegie and Holmes teacher professionalization movement have the potential for doing more harm than good in its impact on U.S. education, and on teachers, students, and citizens who have a stake in seeing this institution carry out its goals effectively (pp. 124-125). His concerns stemmed from the fear that the "movement will lead to augmenting the influence of the university over primary and secondary schooling by reinforcing the authority over those who teach teachers, and accelerating the rationalization of classroom instruction by reinforcing a research-based model of teaching practice" (Larabee, 1992, p. 125). This movement into a research-based model of teaching may not be in the best interest of democratic education.

When looking at the historical and political roots of this movement, Larabee (1992) considered what it meant to be a professional, how this status could be achieved, and analyzed why these efforts in the past have been difficult to accomplish. Two key elements that were part of any claim to

professionalism were formal knowledge and workplace autonomy. The definition of a profession, according to Andrew Abbott, acknowledged both of these elements: "Professions are exclusive occupational groups applying somewhat abstract knowledge to particular cases" (1988, p. 8). As professional educators, teachers have mastered a formal body of knowledge that is not accessible to laypersons and a special competence in carrying out the work of education-- pedagogy. This type of operation would be necessary if Abbott's definition is to be adopted. In their studies, both the Carnegie and Holmes groups agreed that teachers must advance on both of these fronts if they are ever to gain professional status. This has meant, then, increasing the level of professional knowledge through expanded university training in subject matter and pedagogy as well as strengthening professional control of the process of teaching through a "transformation of the authority structure within schools" (Larabee, 1992, p. 126). With the change of an authority structure within schools, teachers would gain more prestige, greater opportunity for career advancement, more varied and stimulating work environment, and presumably higher pay.

According to Abbott, professionalization has always been tentative. There were many hurdles to overcome. The paths for teachers have been full of bumps, ruts, sharp twists and turns because professionalization is more a process than an outcome. The real issue has not been will the professionalization of teachers result in higher status and position among other professions, but will it yield any results at all. How will the public and ultimately the students benefit? The most

positive argument for the proposal to professionalize teaching was made in the Carnegie Report (1986):

Our argument, then, is simple. If our standard of living is to be maintained, if the growth of a permanent underclass is to be averted, if democracy is to function effectively into the next century, our schools must graduate the vast majority of their students with achievement levels long thought possible for only the privileged few. The American mass education system, designed in the early part of the century for a mass-production economy will not succeed unless it not only raises but redefines the essential standards of excellence and strives to make quality and equality of opportunity compatible with each other. (p. 21)

By creating a professional teaching force as proposed by the Carnegie Report, educators would be able to pursue more effectively all the social goals that Americans have traditionally assigned to the public schools. These social goals have included raising the standard of living via enhanced skill training, increasing social opportunity for the underclass, and enhancing students' ability to function in a democracy. Examining the roots, or the "genealogy" of the professionalization movement has helped identify and clarify the reasons why it has emerged at this time in the educational history of the United States.

The Carnegie Report stressed the need to raise standards for teachers and the importance of the link between effective instruction and social efficiency—goals that are directly descended from the emphasis on excellence

that shaped educational discourse in the early 1980s. This effort strengthened the autonomy of teachers and reduced centralized administrative control, increasing the role of individual schools, smaller organizational units within schools, communities, and teachers. Likewise, one goal of the Holmes Group Report was “to make schools better places for teachers to work, and to learn” (p. 4). The report added, “This will require less bureaucracy, more professional autonomy, and more leadership for teachers” (Holmes Group, 1986, p. 4).

In pursuit of the goal of professionalization of teaching, the reform movement has deliberately chosen a market-based approach. This has been an attempt to give teachers incentive to strive for excellence in the practice of their profession, whereas a political approach would only establish minimum requirements for entry into practice. A market-based approach also assumed that colleges of education would set higher standards for teacher education, school districts would seek the graduates from these programs because of superior qualifications, and students would compete to get into these programs. Institutions with less-prestigious programs will eventually feel compelled by market pressure to adopt the higher standards.

In addition to higher standards, the 1970s and the 1980s saw a rise in feminism and the traditional conceptions of gendered work called into question. Teaching has been traditionally looked upon as being a female occupation and teachers have been put in the position of “mother.” Enhancing the professionalization of all teachers would not only eliminate gender bias in the

profession, but also would offer teachers a way to escape identification with the unpaid and uncredentialed status of mother. The new professional teacher—especially a board-certified “lead” or “career professional” teacher—would be well paid and formally credentialed, with an education and a status within hailing distance of the high professions (Larabee, 1992).

Other literature about professionalism has suggested that teacher professionalization cannot take place until there is a well-developed body of knowledge about teaching that is able to guide teaching practice or pedagogy (Little, 1993; Wolpert, 1996; Ducharme & Ducharme, 1996). Professions such as medicine or law have had a specialized body of knowledge that is transmitted through professional education and clinical practice. Teaching has been developing this type of specialized knowledge through research into best practice, developmental psychology, and learning assessment strategies that speak to the unique needs and learning styles of students.

In the Holmes Report, teacher education preparation was also criticized as inadequate. One could not expect that one can expect teachers to become professionals without first professionalizing teacher education. The status of teachers could not be raised if they were being educated by an unprofessional group of educational faculty. And it was equally unreasonable to expect that teachers could become professionals without a specialized, authoritative, and insightful professional knowledge base. The professionalization of teacher education, according to The Holmes Group, could solve both dilemmas. “It raises

the status of the status-raisers, and it does so by promoting a science of teaching, which both affirms the academic professionalism of teacher educators and legitimizes the professional authority of teachers” (Larabee, 1992, p. 135).

The market approach to teacher professionalism set in motion new career ladders and provided teachers with new incentives to adapt their practices to the new professional standards. The current trend has been for professionalization to focus attention on the technical aspects of teaching. After all, that has been what the public focuses on—the technical competence of teachers. The way to establish competence could be through a complex array of mechanisms for testing and certifying its membership.

The professionalizers promote this technical view of teaching in part to offset an older view of teaching as a philanthropic activity, in which ‘caring about kids’ is seen as sufficient justification for allowing someone to take on the task of classroom instruction. From the professionalizing perspective, portraying teachers as people who have to be able to ‘do’ science as well as to ‘do’ good elevates the discussion about teaching above a simple consideration of naïve intentions and focuses attention on the need to have teachers who can deliver desirable educational outcomes. (Larabee, 1992, p. 148)

Larabee’s arguments gave rise, however, to the many pitfalls of professionalizing the teaching profession when using other professions, like medicine, as an analogous comparison. Frequent use of the medical analogy

implies “that laypersons should have no more say about how a teacher conducts a class than about how a surgeon conducts an operation; both cases are seen as technical matters of professional competence that are best dealt with by peer review” (Larabee, 1992, p. 149). On the other hand, teaching has not been viewed in the same way. Teachers who are shaping minds, instilling values, and preparing citizens for the future do not possess the same technical problems as a doctor removing an appendix or reducing a fever.

Every parent, every citizen have been constantly making decisions that influence their own children and on the adults around them. Therefore, the political component of teaching has not been a closely held form of professional expertise. Public influence of what goes on in a classroom has been seen as an essential component of democracy and thus cannot withstand the construction of professional barriers. “One potential danger of professionalization, therefore, is the way in which it pushes technical questions into the foreground and political questions into the background as either unscientific or unproblematic” (Larabee, 1992, p.148). If one considers education as a technical matter that should be left in the hands of certified experts, any efforts by the public (parents, community members, etc) to shape curriculum, and influence the education of students would be viewed as interference.

This political component of teaching is not a closely held form of professional expertise, but a capacity that is universally accessible to the lay public, and this makes the construction of professional barriers to

public influence over classroom instruction nothing less than a threat to the essential component of democracy. (Larabee, 1992, p. 149)

Besides examining the concept of professionalism as it relates to teaching, educational researchers has also discovered "that teacher beliefs can make or break the learning process" (Agne, Greenwood, and Miller, 1994, p. 141). Experts on teacher effectiveness have begun to promote a shift in thinking from the use of standardized tests as the standard for defining learning and teacher effectiveness, to an emphasis on higher order thinking skills, as well as equal-quality education for all learners as the marks of an effective teacher. In order to discover the nature of the link between learning and teacher beliefs, Agne et al. (1994) examined teacher beliefs and looked at how those beliefs correlated with teacher effectiveness and student success.

Their research focused on four types of teacher beliefs that have been found to be highly correlated with the other elements, especially student achievement. These included teacher efficacy, teacher locus of control, pupil-control ideology, and teacher stress. Bandura (1977) defined self-efficacy as "one's own belief in his/her own capability to perform a given behavior in a specific situation" (Agne et al., 1994, p. 142). Teacher efficacy extended that definition to include a teacher's belief in her/his ability to affect student learning. Teachers with a strong feeling of efficacy are more likely to believe that low achieving students are reachable, teachable, and worthy of the teacher's time and effort.

A related set of teacher beliefs was locus of control. A teacher who exhibited a strong locus of control believed that how he or she chose to behave directly affected the events of his/her life, and those of her/his students. These teachers then behaved in a manner that had a direct bearing on their life now and in the future. "Bandura (1978) contended 'peoples' efficacy and outcome expectations influence how they behave" (p. 346). Pupil control was also a part of the teachers' belief system that was linked to student achievement. Teachers either believed in highly controlling student behavior (custodial) or in maintaining a classroom environment that was active, where communication was encouraged, and one where close personal relationships were developed with students (humanistic).

There were many factors that help to shape and determine the type of environment that teachers utilized when working with students. Every day could be a challenge when considering the human equation in a classroom. It could bring with it a variety of situations and the potential for stress, both for teachers and students. Agne et al. (1994) found that stress was part of the system of teacher beliefs related to teacher effectiveness. Reduced efficiency, increased absenteeism, loss of caring feelings for others, increased irritability, and loss of control were by-products of this stress. In addition, teacher gender, years of experience, grade level taught and highest degree earned were demographic variables that also affected the belief system of teachers according to Agne et al. (1994). These researchers were interested in determining whether teacher

beliefs would differ among experts versus other inservice teachers. The “expert” teachers were selected by Agne et al. (1994) through Teachers of the Year awards nationwide. Teachers of the Year have generally been selected as representative of the following criteria:

1. superior teaching accomplishments;
2. evidence of exceptional teacher preparation
3. outstanding service to community
4. outstanding service to profession
5. exceptional educational philosophy
6. exceptional sense of responsibility as Teacher of the Year
7. unusual knowledge of educational issues and trends
8. evidence of a superior and highly effective personal teaching style
9. esteemed recognition of colleagues, administrators, parents, students, and civic leaders for outstanding teaching. (Agne, et. al, 1994, p. 144).

Teachers of the Year were compared with a group that had not been selected as Teacher of the Year candidates to determine the level of efficacy possessed by each group. The following questions were addressed in the study:

1. Do the Teachers of the Year have more internal locus of control?
2. Do they possess a higher sense of self-efficacy?
3. Are they more humanistic?
4. Do they experience lower levels of stress?

5. Do Teachers of the Year and inservice teachers differ on their sense of efficacy, locus of control, pupil-control ideology, or perceived stress levels as a result of gender, grade level taught, years of teaching experience, or highest degree earned?

Questionnaires with a Likert rating scale (using a six choice format ranging from 1, strongly disagree, to 6, strongly agree) were sent to both groups of teachers. A model testing the main effects of teacher beliefs and demographics found significance for two variables, pupil-control ideology and highest degree earned. The results indicated that the Teachers of the Year were more humanistic in their beliefs regarding pupil-control orientation than inservice teachers. They also held significantly greater number of degrees at the master's or higher level than the comparison teachers. Significance was also found between teacher-efficacy beliefs and highest degree earned. Agne et al. (1994) proposed that Teachers of the Year would be more likely to seek out additional graduate work because of their enjoyment and commitment to teaching and the subsequent quest for new knowledge or depth of knowledge.

Mandated standards for teaching may be one route to instituting a knowledge-base for professionalism. A graduate degree may also be a way to look at establishing a professional basis for increasing teaching expertise. What determines the standard or knowledge for qualifying teaching as a profession? In his work about national board certification, Shulman (1987) stated,

If teachers are to be certified on the basis of well-grounded judgement and standards, then those standards on which a national board relies must be legitimized by three factors: they must be closely tied to the findings of scholarship in the academic disciplines that form the curriculum (such as English, physics, and history) as well as those that serve as foundations for the process of education (such as psychology, sociology, or philosophy); they must possess intuitive credibility (or "face validity") in the opinions of the professional community in whose interests they have been designed; and they must relate to the appropriate normative conceptions of teaching and teacher education. (p.5)

But who defines the standards for teaching and how are they determined?

Does it come from an administrative perspective or do teachers have a voice in the process used? A National Board for Professional Teaching Standards was formed as a result of the Carnegie Task Force on Teaching as a Profession in its pivotal report, *A Nation Prepared: Teachers for the 21st Century*. NBPTS has been composed of a 63-member board of directors, a majority of whom have been regularly engaged in teaching elementary and secondary school children. The board has also included state and local officials engaged in the education process of elementary and secondary children, business and higher education leaders.

The mission of the NBPTS "is to establish high and rigorous standards for what teachers should know and be able to do, to certify teachers who meet those

standards, and to advance other education reforms for the purpose of improving student learning in American schools" (National Board for Professional Teaching Standards, 1989, p.1). NBC was designed for experienced teachers on a voluntary basis and was intended to complement, not replace, state systems of mandatory licensure for beginning teachers. Teachers whose experience and whose preparation have enabled them to understand how theory translates into practice, to determine what works, to judge student performance and behavior, and to practice as a mature, professional decision maker have been successful candidates for this certification process.

The concept of a standard is complex. Standards can be defined in many ways. One such definition that is useful for this discussion is "a tool for rendering appropriately precise the making of judgments and decisions in a context of shared meanings and values" (Sykes & Plastrik, 1993, p. 4). Principles that define a reform-oriented standards framework for teaching, according to Sykes and Plastrik (1993), include the following:

1. The standard is performance based.
2. The standard encompasses professional dispositions.
3. The standard requires disciplinary knowledge that is deep, broad, and integrated with other kinds of knowledge.
4. The standard calls for teacher knowledge of and sensitive response to student diversity.

5. The standard includes steady, expanding mastery of the best general and content-specific instructional practices.
6. The standard calls for educators to be critical, reflective, inquiring learners.
7. The standard is role bases, as well as performance based, and includes teachers' work with colleagues, parents, and community on a range of schoolwide issues. (pp. 18-20)

Like curriculum standards for students, national standards for teachers have provided some uniformity and direction for the profession. The standards promoted by NBPTS have attempted to provide clarity, uniformity, and a sense of direction for the teaching profession. In addition to the core propositions, NBPTS has outlined performance standards in 16 content areas, with more to follow in the coming years. AS they are completed, each standard area measures and evaluates the abilities and expertise of practicing K-12 educators in their content fields. Like the performance goals outlined by Sykes and Plastrik (1993), the NBC standards are broad, all-encompassing, performance-based principles that are the embodiment of the general knowledge and skills needed by all teachers regardless of their content or grade level area of expertise.

Teachers who have experienced the process of NBC come away with a deeper understanding of who they are as professionals. Chuck Cascio (1995), a 26 year veteran teacher, had this to say about his experience:

I learned about my performance through the eyes of others, and I gained ideas and insights by watching and conversing with peers. To hear

colleagues critique my lesson, affirm my work, contribute to my development, and establish a conduit of collegiality was the most gratifying and educational experience of my teaching career. (p. 212)

As classrooms become more diverse, heterogeneous, and "inclusive," the demands of teaching have shifted from a "one-size fits all approach." Andrew (1997) clarified the changes in teaching strategies when he stated,

The model of teaching is moving from a place and time where the teacher planned a lesson for everyone and taught to the whole group to a model where multiple lesson plans exist, where large groups are less useful for academic purposes, where children teach and learn from each other, where assessment is more imbedded in the work of students, and where several adults may facilitate the learning environment. There is a need to benchmark best practice. . .as they apply to the 21st century classroom, and set up an agenda for improving practice. (p.172)

Increasing standards, continuing to develop a specialized knowledge base, new structures for teacher leadership, and national board certification are all ways to professionalize teacher. They are also ways to help keep the tide of teaching and learning reform from crashing into the educational shoreline in a scattered and ineffective manner, leaving it littered with empty shells of unkept promises.

Chapter 3

METHODOLOGY

Survey Sample

The ETLL survey portion of this study was conducted in the spring of 1999 with participants who were currently enrolled, or had graduated from the Effective Teaching, Learning, and Leadership (ETLL) masters degree program at Drake University, Des Moines, Iowa. The subjects were members of one of three groups: (1) those who had graduated from the program; (2) those who were about to graduate from the ETLL master's degree program; and (3) those who were in the beginning courses of the ETLL program. Sixty-five surveys were sent to a random sampling of the three groups based on their graduation or expected graduation date from the program. Thirty-eight surveys were returned constituting a return rate of 58%. Although the return rate of the survey was not high, it is adequate for analysis based on the work of Babbie (1979, p. 335) who suggested that a response rate of 50% is adequate, 60% is good, and 70% is very good.

Materials

Survey. The researcher, assisted by Dr. Eunice Merideth, designed a survey consisting of 35 questions (see Appendix A). It was sent to a random sample of the student groups referred to above. The survey data were arranged on a Likert rating scale of 1, Poor, to a 4, Outstanding. A 5 rating indicated that

the survey participant considered the question "Not Applicable" to their situation. The questionnaire was divided into 5 parts. Questions 1-4 asked general demographic information: current teaching position, years of teaching experience, graduation or expected graduation date from the program, and gender. Part 2, questions 5-11, used the rating scale to query participants about their general feelings and perceptions of the Effective Teaching, Learning, and Leadership (ETLL) Master's Degree program. Questions 12-18, Part 3, asked the subjects to rate the ETLL programs' core courses for usefulness in the Masters of Science in Education (M.S.E.) program and the applicability of such to their educational career. Part 4, perceptions of the program's development and support of professional competencies were queried in questions 19 through 25. The final section of the survey, questions 26-35, dealt with the participant's feelings and beliefs about National Board Certification (NBC) as well as ETLL. This section also allowed the survey participants to make suggestions and other comments they felt would enhance or refine the ETLL program. The survey results were analyzed using a one-way ANOVA for years of experience in SPSS 6.1.

Focus Group. A focus group was formed to compare the National Board Certification core propositions and competencies with the objectives and outcomes of the Effective Teaching, Learning, and Leadership (ETLL) master's degree program at Drake University, Des Moines, Iowa. The focus group consisted of 13 participants. Faculty members representative of the ETLL

program, the Dean of School of Education and the Chair of the Teaching and Learning Department of the college, the President of the Iowa State Education Association, a representative from the local Area Education Agency, graduates of the ETLL program, a NBPTS certified teacher, and the coordinator of the ETLL program, as well as other teachers representing the local public school district of the surrounding area. These group members met on a monthly basis during the 1998-99 academic year.

Design and Procedure

During the spring 1999 semester the researcher constructed a survey designed to gather data asking the participants to rate the ETLL program. The subjects were asked to rate the ETLL degree program based upon the program's core course objectives, its effectiveness and applicability to their classroom situation and experiences, their perceptions about the NBC movement in the teaching profession, and their suggestions for ways to improve or refine the ETLL degree program. The survey results were tested using an analysis of variance (ANOVA) using SPSS 6.1. Quantitative analysis was used to compare the perceptions of the groups based on their graduation year or expected graduation year from the ETLL program. Their comments and suggestions were also analyzed qualitatively.

Concurrent with the survey process, a focus group was formed. The focus group met monthly over the 1998-99 school year to discuss the ETLL program and to compare the goals and objectives of ETLL with the NBPTS core

competencies and teaching standards. A matrix was created that provided a visual representation of the program goals of ETLL and how they aligned with the NBPTS standards and core competencies (see Appendix B). The graphic also allowed the focus group to see where gaps existed between the two programs (ETLL and NBPTS).

Focus group participants were then divided into smaller groups to look at specific ETLL course objectives and make suggestions for revisions that would infuse the core competencies and standards of NBPTS throughout the ETLL program. Their suggestions for revisions (see Appendix C) were presented to, and accepted by, the School of Education Faculty at the April 1999 faculty meeting.

Chapter 4

RESULTS

Primary EvidenceDescriptive Statistics

Surveys were sent to a random sampling of groups based on the graduation, or expected graduation of students enrolled in the Effective Teaching, Learning and Leadership (ETLL) master's degree program. Frequencies of the number of respondents by graduation, or expected graduation year, number of years of teaching, and gender are represented in Table 4.1, Demographic Information by year of the cohort graduation from the ETLL Program. Because not all respondents answered each question the number of respondents is not consistent in each category.

Table 4.1
Demographic Information

Year of Graduation*					
	1996	1997	1998	1999	2000
Number of Surveys	2	2	6	13	14
Years of Teaching Experience**					
ETLL Cohorts	1996	1997	1998	1999	2000
0-5	0	0	0	3	2
6-10	0	0	1	6	6

11-15	0	0	4	0	3
>15	2	2	1	4	3
Gender***					
Female	1	1	6	10	12
Male	1	1	0	3	1

*One respondent did not answer the question about graduation date.

**One respondent had 6-10 years of teaching experience but did not give a year for graduation, therefore the researcher could not ascertain which group the respondent belonged to.

***Two respondents did not answer the question about gender.

Seventy-one percent of the survey respondents expected to graduate in the years 1999 or 2000. The number of years of teaching experience is almost equal in two categories with thirteen respondents reporting 6 to 10 years of experience and twelve respondents reporting more than 15 years of teaching experience. In the gender category, 15% of the respondents were male and 85% of the respondents were female.

Results of the analysis of variance test for each of the 33 items are grouped according to the four survey subscales: items rating the ETLL program in Table 4.2, items rating the ETLL core courses in Table 4.3, items rating the ETLL programs development and support of professional competencies in Table 4.4, and responses to statements about the ETLL program and the NBC program in Table 4.5.

Table 4.2

Analysis of Variance for the ETLL Program

Item	1996		1997		1998		1999		2000		p
	N	M	N	M	N	M	N	M	N	M	
5	2	3.50	2	3.00	6	3.00	13	3.46	14	3.79	.062
6	2	3.50	2	3.50	6	2.67	13	3.08	14	3.36	.313
7	2	4.00	2	3.50	6	3.00	13	3.46	13	3.54	.351
8	2	4.00	2	4.00	6	2.50	13	3.23	14	3.21	.093
9	2	4.00	2	3.50	6	3.33	13	3.38	14	3.64	.573
10	2	4.00	2	3.50	6	3.17	13	2.38	14	3.00	.116
11	2	4.00	2	3.50	6	3.00	13	3.54	14	3.64	.179

p < .05

Subscale One: Items rating the ETLL Program: objectives (item 5), textbooks (item 6), cycle of courses (item 7), resources and technology (item 8), sequencing/meeting times (item 9), program advisement (item 10), and consistency of program with evolving professional practice (item 11).

An analysis of variance showed no significant differences in the way the five groups of respondents answered items 5 through 11 in subscale one of the survey. Most items showed a satisfaction with the ETLL Program across the years and different cohorts with most ratings at 3.00 and above on a 4.00 scale.

Table 4.3

Analysis of Variance for the ETLL Core Course Ratings

Item	1996		1997		1998		1999		2000		p
	N	M	N	M	N	M	N	M	N	M	
12	2	4.00	2	4.00	6	3.50	13	3.62	14	3.93	.259
13	2	4.00	2	4.00	6	3.50	13	4.00	11	4.00	.001*
14	2	3.00	2	2.00	6	2.50	13	2.85	1	3.00	.570
15	2	3.00	2	2.50	6	2.33	13	2.54	1	3.00	.922
16	2	3.00	2	3.50	6	2.67	13	3.46	1	4.00	.095
17	2	4.00	2	3.00	6	2.67	7	3.71	1	4.00	.163
18	2	4.00	2	3.00	6	3.17	12	3.58	7	3.71	.079

*p < .05

Subscale Two: Items rating the ETLL core courses for usefulness in MSE program and applicability to career: Contemporary Issues (item 12), Models and Assessment of Effective Teaching (item 13), Educational Research I (item 14), Educational Research II (item 15), Design and Field Study (item 16), Leadership and Dissemination (item 17), Overall Quality of ETLL program (item 18).

An analysis of variance showed a significant difference ($p = .001$) in responses by the groups to item thirteen, Models of Effective Teaching and Assessment. The table does indicate a variance in acceptance among the core courses and different cohorts.

Table 4.4

Analysis of Variance for the ETLL Program's Development and Support of Professional Competencies

Item	1996		1997		1998		1999		2000		p
	N	M	N	M	N	M	N	M	N	M	
19	2	4.00	2	3.00	6	2.67	13	3.77	14	3.57	.013*
20	2	4.00	2	4.00	6	3.17	13	3.77	14	3.79	.072
21	2	4.00	2	4.00	6	3.17	13	3.15	13	3.69	.034*
22	2	3.50	2	3.50	6	3.17	13	3.46	13	3.69	.557
23	2	3.50	2	2.50	6	3.00	13	3.38	12	3.50	.253
24	2	3.50	2	3.50	6	2.50	13	3.38	14	3.00	.191
25	1	4.00	2	3.00	6	3.00	13	3.54	13	3.46	.172

*p < .05

Subscale Three: Questions rating the ETLL program's development and support of professional competencies: creation of student centered learning environments and meaningful learning opportunities (item 19), knowledge of effective teaching methods (item 20), managing and monitoring student learning and behavior (item 21), knowledge of social, ethical and emotional growth of diverse learners (item 22), ability to think systematically and learn from research and experience (item 23), experience in integrating technology (item 24), opportunities to act as ethical members/leaders of learning communities (item 25).

Analysis of variance tests showed significant differences ($p = .013$) in the way respondents answered item 19, creation of student centered environments, and meaningful learning opportunities for all students, and item 21, ($p = .034$),

the ability to manage and monitor student learning and behavior. Other items indicate an overall satisfaction with the ETLL Program's professional support and development with most ratings at 3.00 or above on a 4.00 scale.

Table 4.5

Analysis of Variance for Items about the ETLL and NBC Programs

Item	1996		1997		1998		1999		2000		p
	N	M	N	M	N	M	N	M	N	M	
26	1	4.00	1	1.00	3	2.00	12	2.67	12	3.17	.021*
27	2	2.50	1	1.00	4	2.50	12	2.83	11	2.91	.293
28	2	2.50	1	1.00	4	2.00	8	2.25	6	2.83	.581
29	2	3.50	1	3.00	3	3.00	13	2.77	12	3.25	.451
30	2	3.50	2	3.00	6	2.67	12	3.58	14	3.79	.019*
31	2	3.50	2	3.00	6	3.00	13	3.54	14	3.79	.028*
32	2	3.50	2	3.00	6	2.83	12	3.75	14	3.86	.001*
33	2	3.50	2	3.00	6	2.83	12	3.67	14	3.86	.003*

*p < .05

Subscale Four: Responses to statements about ETLL program and NBC program: NBC is important for professional development (item 26), NBC would enhance teaching skills (item 27), will or am pursuing NBC certification (item 28), choose a master's degree that supports NBC (item 29), recommend ETLL to colleagues (item 30), knowledgeable faculty teaching ETLL courses (item 31), ETLL faculty are interested in students (item 32), faculty are consistent and fair in grading practices (item 33)

An analysis of variance showed significant differences in the way the groups responded in item 26 ($p = .021$), "I think National Board Certification is an

important step for professional development", item 31, ($p = .028$), "Faculty who teach the courses are knowledgeable", item 32, ($p = .001$), "Faculty in the ETLL program seem genuinely interested in students", and item 33, ($p = .003$), "Faculty are consistent and fair in evaluation and grading."

Data Analysis

Although the return rate of the survey's was adequate (58%), the majority of surveys (71%) were returned by respondents graduating in 1999 and 2000. Of those two groups 4 males and 22 females responded. 44% of teachers in the 1999 and 2000 group reported their years of teaching experience as 6-10 years, 19% reported 0-5 years of teaching experience, 11% reported 11-15 years of teaching experience, and 26% reported more than 15 years of teaching experience. The return rate by teachers in the other groups was only 21% of those surveyed. This may be due to the fact that the respondents in the 1996, 1997, and 1998 group had already graduated from the program and may not have felt as strongly about expressing their opinions concerning the ETLL program.

The statements in subscale one of the survey (items 5-11) in Table 4.2 asked respondents to rate the ETLL Program's objectives, textbooks, cycle of courses, resources and technology, sequencing/meeting times of courses, program advisement, and the consistency of the program with evolving professional practice showed no statistical difference among the five groups of respondents. However, most of the items are rated at or above a 3.00 on a 4.00

scale. The lowest point within the program ratings overall was in 1998, but ratings have been higher since that time except for advising in 1999. This advising item within 1999 reflects the leaving of a popular and knowledgeable advisor and a gap in services as a new advisor was trained.

In Table 4.3, items 12 to 18 rated the ETLL core courses for usefulness in the MSE program and their applicability to the teaching career and the individual courses in the ETLL program, as well as the overall quality of the ETLL program. There was a significant difference in the way the respondents answered item 13, $p = .001$, Models and Assessment of Effective Teaching. In 1998, the ETLL Program revised its approach to the research courses, Research I & II and moved to include more teacher leadership material in the curriculum. Student favorable responses to these changes can be noted in the 1999 and 2000 cohorts in items 14-17.

In Table 4.4, survey item 19, "Creation of student centered environments and meaningful learning opportunities for all students," showed a significant difference, ($p = .013$) among the groups of respondents. This variance was established by differences in the cohorts in 1997 ($M=3.00$) and 1998 ($M=2.67$), but has recovered since that time. Item 21, "The ability to manage and monitor student learning and behavior" showed a significant difference, ($p = .034$) among the five groups of survey respondents. This variance was due to lower ratings from the 1998 cohort ($M=3.17$) and 1999 cohort ($M=3.15$). Higher ratings

in from the 2000 cohort ($M=3.69$) reflect the addition of assessment materials to the models classes.

In Table 4.5, subscale four, item 26 of the survey instrument, "I think National Board Certification is an important step for professional development" shows a significant difference among the groups ($p = .021$). Little value was given to this certification by participants from the 1997 cohort ($M=1.00$) and the 1998 cohort ($M=2.00$). More value is given to this certification from those in the 1999 cohort ($M=2.67$) and the 2000 cohort ($M=3.17$). Item 30, "Based on my experience in the ETLL program, I would recommend it to my colleagues" showed a significant difference ($p = .019$) among the groups of respondents. This variance is caused by a lower score from the 1998 cohort ($M=2.67$). Yet 30 of the 36 respondents who answered this item, gave it a 3.00 or better. Item 31, "Faculty who teach the courses are knowledgeable" ($p = .028$), also showed a significant difference among the groups, but the lowest of all ratings for this item is 3.00 with the current 2000 cohort ratings this item with a mean of 3.86. Item 33, "Faculty are consistent and fair in their grading practices" ($p=.003$). Like Item 31, the variance for this item reflects a large growth in ratings from the low of the 1998 cohort ($M=2.83$) to the 2000 cohort ($M=3.86$). Specific discussions of the statistical interactions within these tables will be presented in Chapter 5.

Chapter 5

DISCUSSION

Discussion of Results

Survey Data

The results of this study reflect the perceptions of graduate students in five different cohorts in the Effective Teaching, Learning, and Leadership master's degree program at Drake University. The sampling represents practicing teachers at various stages in their careers. During the course of the study the master's degree program itself went through some course modifications. This may have affected the perceptions of the subjects as reflected in the mean scores across the cohort groups based on graduation, or projected graduation year from the master's degree program. Students in the 1996 and 1997 cohorts experienced different course objectives and sequencing of courses than did the 1998, 1999, and 2000 cohorts. The cohorts starting in 1998 reflect the changes in the program that the 1996 and 1997 cohort groups would not have experienced.

The data suggest that the groups surveyed were satisfied with the overall objectives, and sequencing of the program with ratings that were good to outstanding. The lowest score within the program ratings overall was in 1998 when the program's major advisor left to take another position and several changes were incorporated. This points out that advising in the program is not only a strong recruiting tool, but that it is important to the students throughout the whole program. A strong advisor is needed to keep the momentum of the

program and the satisfaction among the students enrolled high. The 1998 cohort also experienced changes in courses for the first time.

The items rating the ETLL core courses for usefulness in the MSE program and their applicability to the teaching career and the individual courses in the ETLL program, as well as the overall quality of the ETLL program showed significant differences in the way respondents answered. The differences may be explained by the adjustments in the course content of the Research I and II, courses that were adjusted to include more application to the use of statistical research in the classroom setting. The last two courses of the program (Educ 218 & Educ 219) were also adjusted to reflect more teacher leadership material in the curriculum. The earlier cohorts, 1996 and 1997, would not have had this application of statistics or leadership materials in their program. The differences in the ratings by the cohort groups of Models and Assessment of Effective Teaching could be due to the differences experienced by the groups in the instructors' approaches to the course. This would have to be researched further to find out if differences in the instructors make a significant difference in the ratings of this item by the respondents.

"Creation of student centered environments and meaningful learning opportunities for all students" showed a significant difference among the groups of respondents in the 1997 and 1998 cohorts. Eighty-eight percent of the respondents in these two cohorts reported 11-15 or more than 15 years of teaching experience. Could the number of years of teaching experience be a

factor in how teachers view this item? Further research needs to be done in this area to determine if years of teaching experience are a factor in rating this item.

The lower rating by the 1998 and 1999 cohort on the item "The ability to manage and monitor student learning and behavior" may have been due to the lack of assessment materials in the model classes. The teachers in these two cohorts may have lowered the rating of this item because the models course did not make a strong connection between managing and monitoring student learning. They may not have connected student behavior with monitoring student learning. Some educators view student behavior and student learning as two separate behaviors in the classroom and may not see the connection between the two. The higher ratings by the 2000 cohort reflect the addition of assessment materials to the Models classes. The respondents in this cohort, 58% also report 0-10 years of teaching experience. Do teachers who are in the beginning stages of their teaching career make the connection between managing learning and the behavior of their students more than teachers who have more experience? This is a question not explored by this study, but may require further research to answer.

The data also suggest that although most respondents to the survey had heard of the National Board Certification process, the participants of the 1997 and 1998 cohorts gave it less value than the 1999 and 2000 groups. The 1997 and 1998 cohorts also reported more teaching experience than the latter two cohorts did. 63% of the 1999 and 2000 cohort groups reported 0-10 years of

teaching experience. Do teachers in the beginning stages of their careers look more favorably on the NBC process as a way to enhance their teaching expertise? Are the differences in the perceptions of the cohorts due to the expanded efforts of the State of Iowa to encourage teachers to pursue NBC by offering salary bonuses to teachers who successfully complete the NBC process? The publication of NBC issues was not endorsed or financially rewarded before the 1998 date.

The significant differences in the scores for items 30, "Based on my experience in the ETLL program, I would recommend it to my colleagues," item 31, "Faculty who teach the courses are knowledgeable," and item 31, "Faculty are consistent and fair in their grading practices," may reflect the need for continually monitoring and assessing the ETLL program to ensure that the objectives and quality of the courses is maintained throughout, and that the assessment procedures of each course are clearly articulated to the students within the program. Students need to know the expectations and procedures of the instructor throughout the course in order to ensure their success in the courses and the satisfaction with the outcomes.

Focus Group Discussion

The focus group looked at the perceived weak areas of the program identified in the survey by the cohort groups. Within each ETLL course, objectives were identified that could be strengthened or added to reflect the standards and core propositions of The National Board for Professional

Teaching. The focus group identified areas that were not covered specifically by NBC. The researcher, along with Dr. Eunice Merideth then created a model that represents the focus group's discussion and recommendations. This model is intended to serve as a guide for the ETLL professional teacher/leader (Appendix D). This model was shared and accepted by the ETLL faculty at a professional development workshop in May 1999.

Continual professional development for the ETLL faculty was another suggestion that came out of the focus group discussions. "While the creation of a community of teacher/leaders can lead to dramatic and permanent changes in America's schools, it will require the dedicated efforts of all members of the education community to make those changes come about" (Buday & Kelly, 1996, p. 219). As educators of teachers, it is imperative that the ETLL faculty continually upgrade their own teaching skills in ways that will impact and affect the educational process of teaching teachers. Scheduling bi-annual professional development workshops for ETLL faculty is one way to begin the process of upgrading and enhancing the teaching skills of the educators who educate the teachers of our youth.

After comparing the objectives of the ETLL program with the core propositions and standards of NBC (Appendix B), the focus group refined the ETLL course objectives where needed and made additions to cover existing gaps between ETLL program and NBC standards. This connection between ETLL and NBC will strengthen the ETLL program and add the additional bonus for

graduates of the ETLL program who will have the abilities and requisite knowledge to pursue National Board Certification upon completion of their graduate program. Interest in pursuing NBC may depend upon the characteristics of the individual ETLL graduate and on the support available to NBC candidates monetarily by the State of Iowa. This study did not attempt to ascertain what motivates teachers to seek NBC status. That question is beyond the scope of this study but remains an unanswered variable for future research.

Recommendations

Based on the focus group discussions, the following recommendations are proposed in order to create an ongoing expansion and evaluation of the ETLL program so that it supports NBC core propositions:

Infuse the objectives of NBC into the ETLL courses. This would give added strengthen to the ETLL program and possibly give it a market appeal that no other graduate program in Iowa currently has available.

Create professional development opportunities for the faculty who teach in the ETLL Program. It is imperative that faculty who teach in the ETLL program must continually be aware and skilled in the areas that affect the daily interactions of the classroom teacher with those of the students. In order for our schools to move into the 21st century, we must build a system of high quality programs to support the classroom teacher. It is unacceptable for our college faculty who teach teachers to work at a level that was minimally acceptable for the classrooms of 20 years ago.

Develop an awareness of the standards and benchmarks in the teaching profession as outlined by NBC in the Drake University School of Education. College faculty, public school administrators and classroom teachers must adhere to a higher standard if we expect our students to meet the challenges of the standards that are currently being asked of them. Shanker (1996), President of the American Federation of Teachers, states,

When high standards are important at every point in a teacher's career, when those high standards are not suspended in the face of teacher shortages, and when being an accomplished teacher is recognized and adequately rewarded, then we will have teacher quality assurance and vastly greater confidence of providing a quality education for all students.

(p. 224)

Continue to monitor and evaluate the ETLL Program to promote the growth of the ETLL program and the enhancement of professional development for teachers. Continual evaluation of the ETLL program is necessary to ensure a quality program for all teachers. The ETLL master's degree program must find ways to continually support the most critical relationship--the one between the teacher and the student and provide for the voice of the teacher to be heard.

Find ways to market the ETLL Program to experienced teachers who are at the beginning stages of their teaching careers. The ETLL master's degree program is a unique degree for practicing teachers. As such, it will become a stronger, more unique program as its ties to NBC become recognized in the

area. It is imperative that Drake University School of Education find ways to promote the relationship between the two programs. By incorporating the standards of both programs, the ETLL Programs becomes a way to help support and for acquiring NBC status. In addition, the ETLL Program will provide a quality professional development experience for those teachers who may be interested in preparing for the NBC process.

Qualitative Reactions of Survey Participants

In general, respondents made positive comments about the ETLL program and the experience as a whole. When asked to further comment on the NBC process one participant said, "I am very pleased that you are considering board certification. There is a need for assistance."

The comments below are typical of those made about the ETLL Program by the survey respondents:

"Good program. I enjoyed my work towards this degree."

"I am currently enjoying all aspects of the program."

"I love the program, just started it but it is very up to date with educational information, processes and standards, Teachers are all very positive, upbeat, and concerned!"

"My instructors are on target, our material is relevant to my present teaching situation, and I am excited about being a part of this program."

Student comments, such as these, strengthen the perception that a program that requires rigorous standards, is applicable to the classroom setting,

and develops professional skills beyond the bachelor's degree program for practicing educators is viable.

Implications for Further Research

This study looked at the perceptions of K-12 classroom teachers as they completed, or were completing, the ETLL master's degree program at Drake University School of Education. It did not specifically compare the perceptions of experienced teachers with those of inexperienced, or less experienced teachers. Would there be a difference in the way an experienced teacher viewed the idea of NBC certification and the way a less experienced teacher viewed the NBC process? Other questions that this study did not attempt to answer follow:

1. What are the characteristics of teachers who seek National Board Certification?
2. Do teachers who have been Board Certified remain in the classroom or do they move on to a more administrative role?
3. What does the classroom look like after "Board Certification"?
4. Does having a Board Certified teacher make a difference in student achievement?
5. Do school administrators promote and value teachers who seek NBC certification or other professional development through a higher education degree-seeking program?

Conclusion

The Effective Teaching, Learning, and Leadership Master's Degree Program at Drake University continues to be a rigorous, quality professional development program for practicing teachers. By combining its strengths with the standards and core propositions of the National Board for Professional Teaching Standards, the ETLL program becomes a model of quality and high standards for continual professional growth and leadership among practicing professional educators. In his article, *Building a System of Quality Assurance for the Teaching Profession: Moving in the 21st Century*, Arthur Wise (1996) asserts that "The goal is a high-quality teaching force for all of America's students, so that we can create a better future for all of America" (p. 192). In order to ensure that the current reform efforts--creating a quality teaching force for the education of all students, is not going to get swallowed up by the tide of indifference and swept out to sea, it is imperative that the support of professional development activities and the view of the teacher as a "professional" educator be vigorously pursued.

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Drake University School of Education

Effective Teaching, Learning, and Leadership Survey 1999

1. Current teaching position by grade level and/or subject _____
2. Years of teaching experience: a. 0-5 b. 6-10 c. 11-15 d. more than 15
3. Year of graduation or projected graduation date: _____
4. Sex: male female

Please use the 4-point Likert scale below to rate the following items.

1=Poor 2=Fair 3=Good 4=Outstanding 5=Not Applicable

- | | | | | | |
|---|---|---|---|---|---|
| 5. Program objectives were evident in course content throughout the program. | 1 | 2 | 3 | 4 | 5 |
| 6. Required textbooks were appropriate. | 1 | 2 | 3 | 4 | 5 |
| 7. Cycle of course schedule was adequate for reasonable completion of the program. | 1 | 2 | 3 | 4 | 5 |
| 8. Resources and technology for the program were adequate. | 1 | 2 | 3 | 4 | 5 |
| 9. Sequence/meeting times of courses facilitated mastery of program objectives. | 1 | 2 | 3 | 4 | 5 |
| 10. Timely advisement about program requirements and schedule were adequate. | 1 | 2 | 3 | 4 | 5 |
| 11. Objectives, assumptions and content of program were consistent with evolving professional practice. | 1 | 2 | 3 | 4 | 5 |

Please rate the program core courses for usefulness in your MSE program and application to your educational career. 1=Poor 2=Fair 3=Good 4=Outstanding 5=Not Applicable

- | | | | | | |
|--|---|---|---|---|---|
| 12. EDUC 214 Contemporary Issues | 1 | 2 | 3 | 4 | 5 |
| 13. EDUC 216/217 Models and Assessment of Effective Teaching | 1 | 2 | 3 | 4 | 5 |
| 14. EDUC 201 Education Research I | 1 | 2 | 3 | 4 | 5 |
| 15. EDUC 202 Education Research II | 1 | 2 | 3 | 4 | 5 |
| 16. EDUC 218 Design and Field Study | 1 | 2 | 3 | 4 | 5 |
| 17. EDUC 219 Leadership and Dissemination | 1 | 2 | 3 | 4 | 5 |
| 18. Overall Quality of the ETLL program | 1 | 2 | 3 | 4 | 5 |

Please rate the program's development and support of the following professional competencies. 1=Poor 2=Fair 3=Good 4=Outstanding 5=Not Applicable

- | | | | | | |
|---|---|---|---|---|---|
| 19. Creation of student centered environments and meaningful learning opportunities for all students. | 1 | 2 | 3 | 4 | 5 |
| 20. Knowledge of effective teaching methods. | 1 | 2 | 3 | 4 | 5 |
| 21. The ability to manage and monitor student learning and behavior. | 1 | 2 | 3 | 4 | 5 |
| 22. Knowledge of the social, ethical, and emotional growth of diverse learners. | 1 | 2 | 3 | 4 | 5 |
| 23. The ability to think systematically and learn from research and experience. | 1 | 2 | 3 | 4 | 5 |
| 24. Experience in integrating technology. | 1 | 2 | 3 | 4 | 5 |
| 25. Opportunities to act as ethical members/leaders | | | | | |

of learning communities.

1 2 3 4 5

Please read and respond to the following questions/statements.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree 5=Don't Know

26. I think National Board Certification is an important step for professional development.	1	2	3	4	5
27. I believe National Board Certification Standards would enhance my teaching skills.	1	2	3	4	5
28. I am, or will be, pursuing National Board certification in the next three years.	1	2	3	4	5
29. If I were choosing a master's degree program today, it would be one that supports NBC competencies.	1	2	3	4	5
30. Based on my experience in the ETLL program, I would recommend it to my colleagues.	1	2	3	4	5
31. Faculty who teach the courses are knowledgeable.	1	2	3	4	5
32. Faculty in the ETLL program seem genuinely interested in students.	1	2	3	4	5
33. Faculty are consistent and fair in evaluation and grading.	1	2	3	4	5

34. Suggestions for program refinement:

35. Is there anything else you would like to tell us?

Appendix B

ETLL Courses and NBC Core Propositions Matrix

Effective Teaching, Learning and Leadership Required Courses/NBC Standards Project

National Board Certification Standards		Courses					
Core Propositions	214	216/217	201	202	218	219	280
1. Teachers are committed to students and their learning.	X	X				X	
2. Teachers know the subjects they teach and how to teach those subjects to students.	X	X				X	X
3. Teachers are responsible for managing and monitoring student learning.	X	X	X		X	X	
4. Teachers think systematically about their practice and learn from experience.	X	X	X	X	X	X	X
5. Teachers are members of learning communities.	X	X	X	X	X	X	X
Middle Childhood Generalist Propositions							
1. Knowledge of students	X	X				X	X
2. Knowledge of content and curriculum	X	X				X	X
3. Learning environment	X	X			X	X	
4. Respect for diversity	X	X	X			X	X
5. Instructional resources	X		X	X		X	X
6. Meaningful applications of knowledge	X			X	X	X	X
7. Multiple paths to knowledge	X	X	X			X	X
8. Assessment	X	X	X	X	X	X	X
9. Family involvement	X						
10. Reflection	X		X	X	X	X	X
11. Contribution to the profession	X	X				X	
Effective Teaching, Learning and Leadership Standards							
1. Model technology integration	X		X	X	X	X	X
2. Contributes to social/ethical/emotional growth	X	X					

Committee Recommendations for ETLL/NBC Program Revisions

Recommendations

Review and analyze a variety of existing curriculum models and a global perspective
Review of teacher as a professional
Consider of language and literacy needs and how to meet

Consider a range of ways to use the curriculum model
Consider a range of ways to use the curriculum model
Consider a range of ways to use the curriculum model

Appendix C

Committee Recommendations for ETLL/NBC Program Revisions

Consider a range of ways to use the curriculum model

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Committee Recommendations for ETLL/NBC Program Revisions

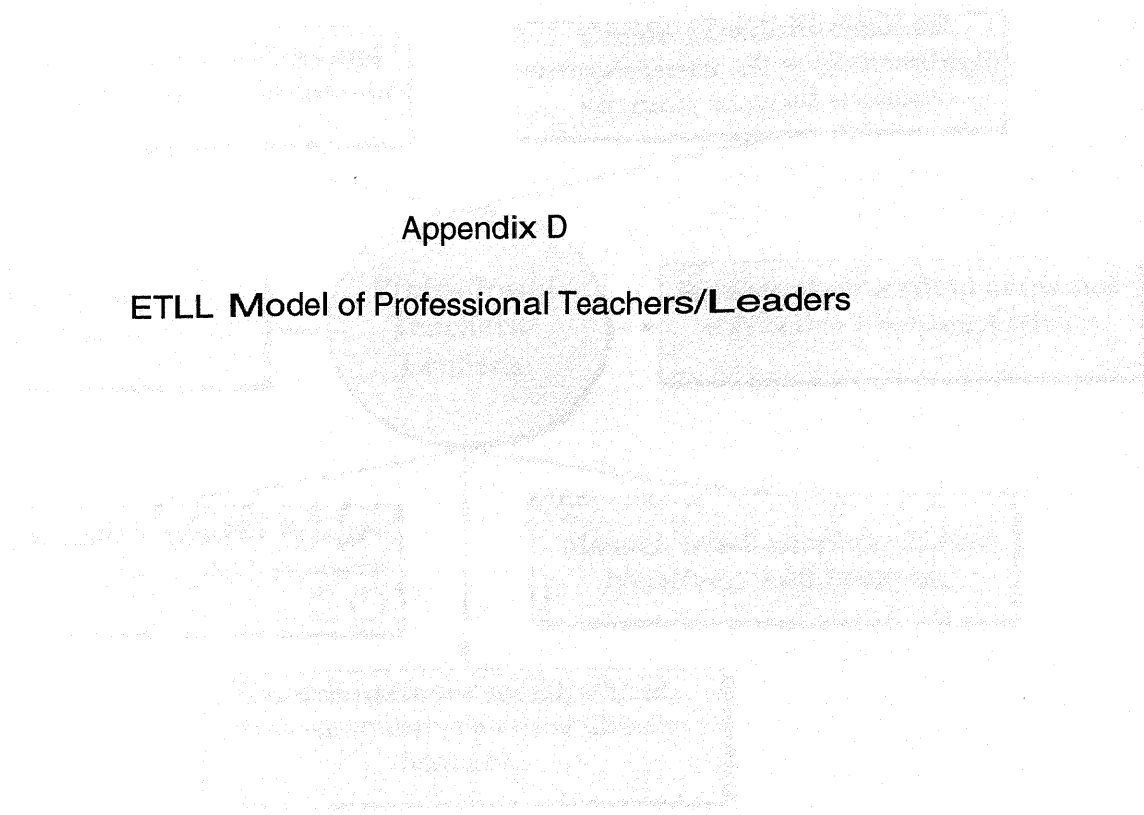
Course	Recommendations
214	<ol style="list-style-type: none">1. Address professional organizations2. Explain and analyze a variety of learning communities including a global perspective3. Expand role of teacher as a professional4. Overview of Standards and Benchmarks theory and Iowa practices
216-217	<ol style="list-style-type: none">1. Videotape sessions for later use (get release forms)2. Portfolio outline in compliance with NBC3. Alignment of standards, benchmarks, instruction, and assessments4. Accommodation of diverse learners5. Use NBC model as the structure for a portfolio
201	<ol style="list-style-type: none">1. Add objective = project conclusions and implications of a body of research for MCG 6 and MCG 112. Make the transfer from analytical research to classroom instructional processes clear3. Discuss how strong educational decisions are data driven
202	<ol style="list-style-type: none">1. Course needs to address assessment issues more actively
218	<ol style="list-style-type: none">1. Add objectives = model supportive systems for learning2. Address contributions of applied research to the profession3. Reconstructing the classroom based on data and assessment4. Connect and dialogue with parents
219	<ol style="list-style-type: none">1. Add objective = technology integration2. Add objective = use research data from previous conference to analyze efforts and make data-driven decisions for planning and change
280	<ol style="list-style-type: none">1. Add objective to make MCNS integration into content clear

Appendix D

ETLL Model of Professional Teachers/Leaders

Appendix D

ETLL Model of Professional Teachers/Leaders



Effective Teaching, Learning, and Leadership Model of Professional Teachers/Leaders



Merideth & Steinbronn, 1999